

2015 DRAFT Arizona Arts Standards

General Music Standards

K - 8th grade

Thank you for reviewing the 2015 DRAFT General Music Standards.

[You can find the link for the survey to give us input here.](#)

What's new?

Here are some things to look for in these DRAFT standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting**. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. The DRAFT standards are organized grade by grade, similar to the 2006 Music Standards for general music. This allows for greater differentiation of instruction and for ease of measuring student progress over time.

3. There are additional strands of music standards for Performing Ensembles; Harmonizing Instruments (Guitar and Piano); Music Technology; and Music Theory and Composition. These strands provide standards for the High School level, as well as some Novice and Intermediate levels for programs which begin differentiating music instruction in elementary/middle school settings. The three High School levels are Proficient, Accomplished and Advanced. They cover roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced). The Performing Ensemble standards are available for your review as well this review period. If you are interested in reviewing the other strands, you may contact Lynn Tuttle directly at Lynn.Tuttle@azed.gov or alert us to your interest in the survey form for music. Thank you.

4. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

	Kindergarten	1st Grade	2nd Grade	
Creating				Creating
Anchor 1	With guidance, explore, experience, and improvise musical concepts (such as beat and melodic contour).	With limited guidance, improvise musical ideas (such as answering musical question).	Improvise rhythmic and melodic patterns and musical ideas.	Anchor 1
	With guidance, explore musical features (such as movement, vocalizations, or instrumental accompaniments).	b With limited guidance, generate musical ideas in multiple tonalities (such as major, minor, modal, pentatonic) and meters (such as duple, triple, simple, compound).	b Generate musical ideas in multiple tonalities (such as major, minor, modal, pentatonic) and meters (such as duple, triple, simple, compound).	
Anchor 2	With guidance, demonstrate and choose favorite musical ideas.	a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Anchor 2
	a With guidance, organize personal musical ideas using iconic notation and/or recording technology.	b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal or collective musical ideas.	b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal or collective musical ideas.	
Anchor 3	a - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	a Interpret and apply personal, peer, and teacher feedback to revise personal music.	Anchor 3
	a With guidance, demonstrate a final version of personal or collective musical ideas to peers.	a Present a final version of personal or collective musical ideas to peers or informal audience.	a Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal audience.	
Performing				Performing
Anchor 4	a With guidance, demonstrate and state personal interest in varied musical selections.	a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Anchor 4
	a With guidance, explore and demonstrate musical contrasts such as high/low, loud/soft, same/different in a variety of music selected for performance.	a With limited guidance, demonstrate knowledge of musical concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	a Demonstrate knowledge of musical concepts (such as meter and tonality) in music from a variety of cultures selected for performance.	
		b Read and perform rhythmic and melodic patterns using iconic or standard notation.	b Read and perform rhythmic and melodic patterns using iconic or standard notation.	
	a With guidance, explore music's qualities through such things as voice quality, movement, dynamics, tempo, melodic contour, etc.	a Explore and describe music's qualities through such things as voice quality, movement, dynamics, tempo, melodic contour, etc.	a Demonstrate--through physical, verbal, or written response--understanding of music's qualities and how creators use them to convey expressive intent.	
Anchor 5	a With guidance, apply personal, teacher, and peer feedback to refine performances.	a With limited guidance, apply personal, teacher, and peer feedback to refine performance.	a Apply personal, teacher, and peer feedback to refine performance.	Anchor 5
	b With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	b Use suggested strategies in rehearsal to address interpretive challenges of music.	
Anchor 6	a With guidance, perform music with expression.	a With limited guidance, perform music with appropriate expression.	a Perform music with appropriate expression and technique.	Anchor 6
	b Perform appropriately for the audience and occasion.	b Perform appropriately for the audience and occasion.	b Perform appropriately for the audience and occasion.	
Responding				Responding
Anchor 7	a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.			Anchor 7
	a With guidance, demonstrate--through physical or verbal response--musical concepts (such as beat or melodic direction).	a With limited guidance, demonstrate and identify--through physical, verbal, or written response--how specific musical concepts (such as beat or pitch) are used in various styles of music.	a Demonstrate and identify--through physical, verbal, or written response--how specific musical concepts are used in various styles of music.	
Anchor 8	a With guidance, demonstrate expressive qualities (such as dynamics, tempo, timbre, texture) that reflect creators'/performers' expressive intent.	a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	a Demonstrate knowledge of musical concepts and how they support creators'/performers' expressive intent.	Anchor 8
Anchor 9				Anchor 9
Connecting				Connecting
Anchor 10	With guidance, express personal preferences in the evaluation of music.	With limited guidance, express personal preferences in the evaluation of music.	Express personal preferences in the evaluation of music.	Anchor 10
	With guidance, explore various uses of music in daily experiences (songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs).	With limited guidance, explore various uses of music in daily experiences (such as songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs).	Explore various uses of music in daily experiences (such as songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs).	
Anchor 11	With guidance, explore relationships between music and other art forms such as dance, visual art, dramatic arts, and literature.	With limited guidance, explore relationships between music and other art forms such as dance, visual art, dramatic arts, and literature.	Explore relationships between music and other art forms such as dance, visual art, dramatic arts, and literature.	Anchor 11

	3rd Grade	4th Grade	5th Grade	
Creating				Creating
Anchor 1	Improvise rhythmic and melodic ideas.	Improvise rhythmic, melodic, and harmonic ideas.	Improvise rhythmic, melodic, and harmonic ideas.	Anchor 1
	b Generate musical ideas (such as rhythms and melodies) within specified tonality and/or meter.	b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.	
Anchor 2	a Demonstrate selected musical ideas for a simple improvisation or composition that represent expressive intent.	a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition that represent expressive intent.	a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions that represent expressive intent.	Anchor 2
	b Use standard and/or iconic notation and/or recording technology to document personal or collective rhythmic and melodic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal or collective rhythmic, melodic, and simple harmonic musical ideas.	b Use standard and/or iconic notation and/or recording technology to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas.	
Anchor 3	a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.	a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	Anchor 3
	a Present the final version of personally or collectively created music to others and explain their creative process.	a Present the final version of personally or collectively created music to others and explain their creative process.	a Present the final version of personally or collectively created music to others and explain their creative process.	
Performing				Performing
Anchor 4	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, context, and technique.	a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, context, and technique.	Anchor 4
	a Demonstrate understanding of the form and design in music selected for performance.	a Demonstrate understanding of the form and design in music selected for performance.	a Demonstrate understanding of the form and design in music selected for performance.	
	b Read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	b Read and perform using iconic and/or standard notation.	b Read and perform using iconic and standard notation.	
	a Demonstrate--through physical, verbal, or written response--understanding of music's qualities and how creators use them to convey expressive intent.	a Demonstrate--through physical, verbal, or written response--understanding of music's qualities and how creators use them to convey expressive intent.	a Demonstrate--through physical, verbal, or written response--understanding of music's qualities and how creators use them to convey expressive intent.	
Anchor 5	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performance.	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	Anchor 5
	b Rehearse to refine technique, expression, and identified performance challenges.	b Rehearse to refine technique, expression, and identified performance challenges.	b Rehearse to refine technique, expression, and identified performance challenges.	
Anchor 6	a Perform music with appropriate expression and technique.	a Perform music with appropriate expression, technique, and interpretation.	a Perform music with appropriate expression, technique, and interpretation.	Anchor 6
	b Demonstrate performance and audience decorum appropriate for the occasion.	b Demonstrate performance and audience decorum appropriate for the occasion.	b Demonstrate performance and audience decorum appropriate for the occasion.	
Responding				Responding
Anchor 7				Anchor 7
	a Demonstrate and explain how musical concepts and contexts (such as personal and social) affect responses to music.	a Demonstrate and explain how musical concepts and contexts (such as personal and social) affect responses to music.	a Demonstrate and explain, citing evidence, how musical concepts and contexts (such as personal and social) affect responses to music.	
Anchor 8	a Demonstrate and describe musical concepts and how they support creators'/ performers' expressive intent.	a Demonstrate and describe musical concepts and qualities and how they support creators'/ performers' expressive intent.	a Demonstrate and describe musical concepts and qualities and how they support creators'/ performers' expressive intent.	Anchor 8
Anchor 9				Anchor 9
Connecting				Connecting
Anchor 10	Identify pieces of music that are important to one's family or cultural heritage.	Identify pieces of music that are important to one's family or cultural heritage.	Identify pieces of music that are important to one's family or cultural heritage.	Anchor 10
	Explore various uses of music in daily experiences (such as songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs).	Describe the roles and impact music plays in one's life and the lives of others.	Reflect on and discuss the roles and impact music plays in one's life and the lives of others.	
Anchor 11	Explore relationships between music and culture through other art forms such as dance, visual art, dramatic arts, and literature.	Explore and describe relationships between music and culture through other art forms such as dance, visual art, dramatic arts, and literature.	Explore how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Anchor 11
	Describe how context (such as social, cultural, historical) can inform a performance.	Describe how context (such as social, cultural, historical) can inform a performance.	Describe how context (such as social, cultural, historical) can inform a performance.	

	6th Grade	7th Grade	8th Grade	
Creating				Creating
Anchor 1	Improvise rhythmic, melodic, and harmonic ideas within specified form (such as AB, ABA, rondo, theme and variations, etc.).	Improvise rhythmic, melodic, and harmonic phrases within specified form (such as AB, ABA, rondo, theme and variations, etc.).	Improvise rhythmic, melodic, and harmonic ideas within expanded forms (including such things as introductions, transitions, codas, etc.).	Anchor 1
	b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.	b Generate coherent musical phrases within related tonalities, meters, and harmonic sequences within a specified form.	b Generate coherent musical phrases within related tonalities, meters, and harmonic sequences within expanded forms.	
Anchor 2	Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions with a defined beginning, middle, and ending.	Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions with unity and variety.	Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions with things as unity, variety, balance, tension, and release.	Anchor 2
	b Use standard and/or iconic notation and/or recording technology to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas.	b Use standard and/or iconic notation and/or recording to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	b Use standard and/or iconic notation and/or recording to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	
Anchor 3	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	Anchor 3
	a Present the final version of personally or collectively created music to others and explain their creative process.	a Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	a Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	
Performing				Performing
Anchor 4	a Select music to perform using teacher-provided criteria.	a Select music to perform using teacher-provided criteria and explain reasons for choices.	a Select music to perform using personally-developed criteria and explain reasons for choices.	Anchor 4
	a Demonstrate understanding of the form and design in music selected for performance.	a Demonstrate and explain understanding of the form and design in music selected for performance.	a Compare and contrast the form and design in music selected for performance.	
	b Read and perform using iconic and standard notation.	b Read and perform using iconic and standard notation.	b Read and perform using iconic and standard notation.	
	a Explain how interpretation is connected to expressive intent.	a Explain how interpretation is connected to expressive intent in various musics.	a Explain how interpretation is connected to expressive intent in various musics.	
Anchor 5	a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a - Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	a - Apply personally and/or collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	Anchor 5
	b Rehearse to refine technique, expression, and identified performance challenges.	b Rehearse to refine technique, expression, and identified performance challenges.	b Rehearse to refine technique, expression, and identified performance challenges.	
Anchor 6	a Perform music with appropriate expression, technique, and interpretation.	a Perform music with appropriate expression, technique, and interpretation.	a Perform music with appropriate expression, technique, and interpretation.	Anchor 6
	b Demonstrate performance and audience decorum appropriate for the occasion.	b Demonstrate performance and audience decorum appropriate for the occasion.	b Demonstrate performance and audience decorum appropriate for the occasion.	
Responding				Responding
Anchor 7	a Select music to listen to and explain the connections to specific interests or experiences.	a Select contrasting music to listen to and explain the connections to specific interests or experiences.	a Select contrasting music to listen to and explain the connections to specific interests or experiences.	Anchor 7
	a Demonstrate and explain, citing evidence, how musical concepts, design, and contexts (such as personal and social) affect responses to music.	a Classify and explain, citing evidence, how musical concepts, design, and contexts (such as personal and social) affect responses to music.	a Classify and explain, citing evidence, how musical concepts, design, and contexts (such as personal and social) affect responses to music.	
Anchor 8	a Demonstrate and describe musical concepts, qualities, and cultural context and how they support creators'/ performers' expressive intent.	a Classify and describe musical concepts, qualities, and cultural context and how they support creators'/ performers' expressive intent.	a Classify and describe musical concepts, qualities, and cultural context and how they support creators'/ performers' expressive intent.	Anchor 8
Anchor 9	a Apply teacher-provided criteria to evaluate musical works or performances.	a Select from teacher-provided criteria to evaluate musical works or performances.	a Select from teacher-provided criteria to evaluate musical works or performances.	Anchor 9
Connecting				Connecting
Anchor 10	Explain why particular pieces of music are important to one's family or cultural heritage.	Identify examples of how music helps to create a sense of identity, community, and solidarity.	Explain how music helps to create a sense of identity, community, and solidarity.	Anchor 10
	Reflect on and discuss the roles and impact music plays in one's life and the lives of others.	Reflect on and discuss the roles and impact music plays in one's life and the lives of others.	Reflect on and discuss the roles and impact music plays in one's life and the lives of others.	
Anchor 11	Explore how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Identify and explain how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Identify and explain how music and other art forms involve and are affected by knowledge outside the arts (such as science, social studies, math, language arts).	Anchor 11
	Identify and describe how context (such as social, cultural, historical) can inform a performance.	Identify and explain how context (such as social, cultural, historical) can inform a performance.	Identify and explain how context (such as social, cultural, historical) can inform a performance.	